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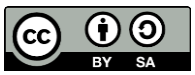

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The Effect of Flipped Learning Method on Students' Speaking of Auditory and Visual Learning Styles at Vocational high School

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Abstract

This study aimed to analyze and determine the effect of using the Flipped Learning Method on the speaking skills of students with visual and auditory learning styles at SMK Al Maksum Stabat, as well as to examine the differing impacts on these two groups. A quasi-experimental research design was employed, involving 58 students selected from a total population of 446 through purposive sampling. The participants were divided into two classes: X BDP with 23 students as the experimental group and X MP1 with 35 students as the control group. The study's findings indicated that the Flipped Learning Method significantly improved the speaking skills of both groups. Visual learners showed a mean score increase of 9.64 points (p-value 0.000 < 0.05), while auditory learners exhibited a mean score increase of 7.22 points (p-value 0.000 < 0.05), both indicating statistically significant improvements. Furthermore, the comparison of mean differences suggested a slightly greater impact on the speaking skills of visual learners. Correlation analysis supported these results, with strong positive correlations between pre-test and post-test scores for visual learners (r = 0.822) and auditory learners (r = 0.925), confirming the different effectiveness of the Flipped Learning Method, with a marginally higher benefit observed for visual learners.

Keywords: *Flipped Learning Method; Speaking Skill; Learning Styles*

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Introduction

English speakers should practice speaking it as an international language since it is used to communicate with people from all over the world and helps them advance their skills (Kurtubi Amraj, 2022). Even though some kids have been learning English since kindergarten, English cannot be disregarded or neglected because it is a foreign language and makes teaching and learning difficult.(Br Simamora & Oktaviani, 2020).

The different components of English language skills—listening, speaking, reading, and writing—are crucial for proficiency and communication (Grabe & Stoller, 2002). One of the important elements of language learning is the method that instructors use in their classes to facilitate the language learning process (Ahmadi, 2017).

As English is a global communication medium, used in business, science, and technology, English learners should improve their speaking skills as well as their competences in order to compete globally (Suprayetno et al., 2022). Speaking skills are critical for pupils' vocabulary development and are one of the most important language skills that everyone must learn. Speaking skills give students a real-world context for utilizing vocabulary and help them comprehend the meaning of words and how they are employed in sentences, phrases, and conversations. Speaking focuses on verbal interactions, which include the ability to produce, receive, and comprehend information in English, resulting in communication proficiency. Communication allows humans to express themselves in a specific context (Nathues et al., 2021). Nurdin, (2021).defines the four elements of speaking as pronunciation, grammar, vocabulary, and fluency.

The flipped learning method reverses the traditional model by having students access instructional content—often in the form of video lectures, readings, or other materials—outside of class. Class time is then used for interactive and collaborative activities, discussions, and the application of knowledge. In the flipped learning classroom, students actively participate in the learning process and become responsible for their learning (Kesharwani, 2022). Through the transition from a flipped classroom to active participation in Flipped Learning, educators can incorporate novel or diverse pedagogies into their teaching environments (Arfstrom et al., 2014).

Education is no longer limited to classroom instruction in our globalized (M. Rafiq et al., 2020). The flipped learning method promotes speaking skill development by creating a structured and flexible environment in which students can engage with speaking materials, practice independently, receive feedback, and participate in interactive activities during class. This improves the learning experience and encourages a more student-centered approach to acquiring speaking proficiency.

People use the flipped learning method to adapt to everyday situations and improve their learning. This method allows knowledge to be transformed through experience and supports various learning styles. (Hussein Ibrahim & Hussein, 2015). Learning includes the acquisition of three domains: knowledge, skills, and attitudes (Taylor & Hamdy, 2013).

The flipped learning method is suitable for the learning process because it includes group discussions, encourages student creativity, and enhances problem-solving and critical-thinking skills. With this method, students actively participate in their learning and take responsibility for their education. (Kesharwani, 2022). The implementation of the flipped learning method can augment student involvement, expand comprehension, and cultivate a more lively and participatory learning environment. By addressing potential issues including technology inequities and different learning styles, it is essential to create an inclusive and helpful learning environment.

Understanding students' learning styles can improve academic results and foster a more welcoming and stimulating learning environment. Additionally, a learning style that can help students participate in active learning activities in the classroom to improve their communication and knowledge

(Burhanuddin et al., 2023). The VAK learning model combines the auditory, visual, and kinesthetic senses to emphasize that the learning process should utilize all of the senses that students possess (Apipah et al., 2018).

From the background of the problems explained above the researchers adopted two instruments of learning style visual and auditory learners and the researcher recommended the use of the Flipped Learning Method which has an impact on the development of the English learning process especially in teaching speaking at SMK Al Maksum Stabat.

This study aimed to determine the impact of the Flipped Learning Method on the speaking abilities of students with both visual and auditory learning styles at SMK Al Maksum Stabat. Additionally, the study aimed to investigate whether there

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was a significant difference in the effectiveness of this method on improving speaking abilities between students with visual learning styles and those with auditory learning styles. Drawing from the aforementioned theories, the study's theoretical model can be derived as follows:

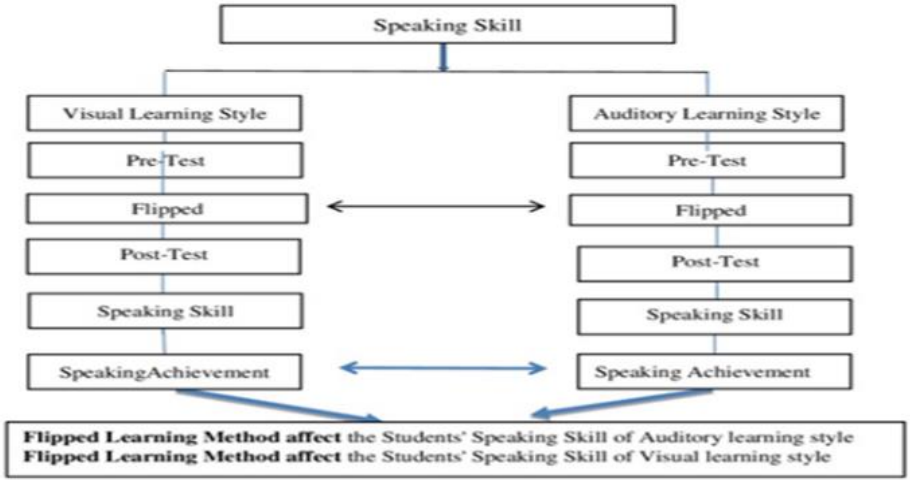

Figure 1. Conceptual Framework of The Study

Method

This study employed a quasi-experimental design to investigate the potential effects of the experimental and comparative classes on the speaking abilities of the visual and auditory groups of students. The experimental research method involves measuring a variable using research tools so that the data, which consists of numbers, can be evaluated using statistical procedures. This allows for the testing of theories by determining the data and the relationship between variables (Kusumamastuti et al., 2020). The design of this research is explained in the following table as follows:

Table 1. The Design of The Research Class

Sample	Pre-Test	Treatment	Post-test
Experimental Class	√	Flipped Learning Method	√
Control Class	√	Conventional Technique	√

The location of this research was at SMK AL Maksum Stabat which was located at Jln. Sei Batang Serangan No.04 Kwala Bingai Stabat Kabupaten Langkat and

conducted from February 2024 to May 2024. The subjects of this research were 58 students from 446 of the population taken by purposive sampling technique from two different classes namely X BDP and X MP1, the researchers chose X BDP of 23 students as the experimental class, and X MP1 of 35 students as the control class.

The instrument of the study used in this study to measure the auditory and visual learning styles was a questionnaire which consisted of 24 items adopted from DePorter, Reardon, and Singer-Nourie in Quantum Teaching book (Bobbi DePorter, 2000). The questionnaires assessed by Likert scale rating as follows:

Table 2. Likert Scale

No.	Category	Score
1	Strongly Agree (SS)	5
2	Agree (S)	4
3	Undecided (N)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

(Sugiyono, 2012)

An oral test that was created using materials from students' books and the internet was used to gauge speaking ability. The oral test selection was based on the first-grade SMK English book syllabus, which placed a strong emphasis on speaking abilities. Speaking tests based on evaluation criteria that were targeted by the researchers were employed in this study (Brown, 2006) as follows :

Table 3. The Rubric of Speaking Skill

Aspects	Score	Description
Pronunciation	91 – 100	Pronunciation is excellent, and the L1 accent does not impact intelligibility.
	81 – 90	There were a few pronunciation errors. L1 accent causes minimal pressure on the listener.
	71 – 80	There are some pronunciation errors. L1 accent causes strain on the listener.
	61 – 70	Multiple faults in pronunciation and L1 accent impose considerable strain on the listener.
	50 – 60	Frequent errors in pronunciation and L1 accents create substantial strain on the

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ISSN 2548-4192 (Online)

		listener.
Vocabulary	91 – 100	Perfect use of vocabulary.
	81 – 90	rich and varied use of vocabulary
	71 – 80	Most of the time, vocabulary provides acceptable meaning at the proper level.
	61 – 70	Sometimes, vocabulary fails to convey meaning.
	50 – 60	Vocabulary rarely conveys meaning.
Grammar	91 – 100	Grammar and spelling are accurate.
	81 – 90	Grammar and spelling are accurate.
	71 – 80	Grammar and spelling are usually accurate.
	61 – 70	The grammar and/or spelling contain errors.
	50 – 60	Grammar and/or spelling have numerous faults.
Fluency	91 - 100	Smooth and flowing speech, with few to no hesitations and no attempts to hunt for words.
	81 – 90	Smooth and flowing speech, few pauses, a mild quest for words.
	71 – 80	Speech is mostly fluid, with occasional hesitancy and unevenness due to rephrasing and seeking for words.
	61 – 70	Speech is frequently tentative, with some incomplete sentences.
	50 – 60	Speech is slow, hesitant, and strained, except for brief memorized sentences; it is difficult to recognize continuity in speech.

To measure the students' speaking skills researchers used the following formula:

$$Percentage\ of\ students'\ response = \frac{Number\ Score\ Obtained}{Maximum\ Score}\ x\ 100$$

Table 4. Students' Response Criteria

Percentage	Criteria
85 - 100	Very Good
70 - 85	Good
55 - 69	Fair
40 – 54	Less
< 40	Very Less

The test content was compared using the English curriculum and syllabus as the basis for the content validity test conducted by the instruments. The researchers administered the oral test after comparing every item. With SPSS 25.0, an independent t-test was used to examine the data to determine whether the flipped learning method at SMK Al Maksum Stabat has a noteworthy impact on students' speaking of their auditory and visual learning styles.

Result

The Results of Learning Styles Analysis

The descriptive statistics of the student's learning styles were obtained from the distributing questionnaires to the respondents as follows:

Table 5. Category of Students' Learning Style

No	Score	Frequency	Category	%
1	3,00 - 5,00	40	Visual	0,69
2	0,00 – 2,99	18	Auditory	0,31
Total		58		1,00

According to the above table, 40 students, or 69% of the total, received scores between 3,00 and 5,00, classifying them as visual learners. The remaining 18 students, or 31% of the total, were classified as auditory learners, with scores between 0,00 and 2,99. It is evident that 40 pupils, or 69% of the whole student body, preferred the visual learning technique.

The results of the experimental and control classes of pre-test and post-test data were compared to obtain an overview of the scores between the classes before and after treatment and to see the differences of speaking skills of auditory and visual learning styles as follows:

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

The Results of the Speaking Test

Table 6. Pre-test and Post-test of Control Class

Learning Styles	Pre-test Score	Post-test Score	Score Difference
Auditory	57,39	66,09	8,70
Visual	57,43	59,14	1,71

From table 6 above it can be seen that the pre-test and post-test scores for a control class, categorized by learning styles: auditory and visual. Auditory learners had an average pre-test score of 57.39, which increased to 66.09 in the post-test, resulting in a score difference of 8.70. Visual learners had a pre-test average of 57.43, which slightly increased to 59.14 in the post-test, with a score difference of 1.71. This indicates that auditory learners showed a more significant improvement in their scores compared to visual learners after the instructional period, suggesting that the teaching methods used were more effective for auditory learners. It can be concluded that the traditional methods used in the control class were more effective for auditory learners, as evidenced by their higher score improvement (8.70) compared to visual learners (1.71).

The results of the experimental class after being taught by using the flipped learning method were shown as follows;

Table 7. Pre-test and Post-test of Experimental Class

Learning Styles	Pre-test Score	Post-test Score	Score Difference
Auditory	58,89	66,11	7,22
Visual	56,43	66,07	9,64

From the table above it could be explained that auditory learners had an average pre-test score of 58.89, which increased to 66.11 in the post-test, resulting in a score difference of 7.22. Visual learners had a pre-test average of 56.43, which increased to 66.07 in the post-test, with a score difference of 9.64. From these results, it can be concluded that there was a significant difference in score improvements between the auditory and visual groups within the experimental class. Despite both groups achieving similar post-test scores (66.11 for auditory and 66.07 for visual), the visual group showed a greater improvement from their pre-test scores. This suggests that while both learning styles benefited from the flipped learning method, visual learners experienced a larger relative gain in their

scores compared to auditory learners.

The Results of the Normality and Homogeneity Test

To verify the normality of the data, this study used the Kolmogorov-Smirnov test, which was performed using the SPSS program version 25.00 for Windows. In theory, a p-value greater than 0.05 indicates that the data distribution is normal.

Table 8. One-Sample Kolmogorov-Smirnov Test

N		23
Normal Parameters	Mean	.0000000
	Std. Deviation	3.14569775
Most Extreme Differences	Absolute	.169
	Positive	.135
	Negative	-.169
Test Statistic		.169
Asymp. Sig. (2-tailed)		.086[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The significance value achieved was 0.086, which is greater than 0.05. The significance value was more than the threshold of 0.05. The results revealed that the pre-test and post-test data of the experimental and control groups were regularly distributed.

To determine the homogeneity of the data, this study used the Levene test. This test was done with the SPSS application version 25.00 for Windows. The sample of variances can be called homogeneous if the significance value is greater than 0.05.

Table 9. The result of the Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Speaking Test	Based on Mean	1.263	3	42	.299
	Based on Median	1.180	3	42	.329
	Based on the Median and with adjusted def.	1.180	3	34.448	.332
	Based on trimmed mean	1.199	3	42	.322

According to the table above, the values of p for the pre-test of the auditory and visual groups of the experimental class were 0,299 and 0,332 higher than 0.05, respectively, and the values of p for the post-test of the auditory and visual classes were 0,329 and 0,322 higher than 0.05. The pre-test and post-test data distributions were homogeneous.

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The Results of Hypothesis Testing

The hypothesis testing aimed to determine (1) whether the Flipped Learning Method had any effect on the speaking skills of students with visual and auditory learning styles at SMK Al Maksum Stabat, and (2) whether there was a significant difference in the effect of the Flipped Learning Method on the speaking skills of these two groups. To address these questions, a paired sample t-test was conducted to compare the pre-test and post-test speaking scores of students with visual and auditory learning styles after being taught using the Flipped Learning Method. The results of the paired sample t-test are presented below.

The Results of Students' Speaking Skill Test of Visual Learning Style

Table 10. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Visual & Post-Test Visual	14	.822	.000

From the table above it can be explained that paired sample correlations for the pre-test and post-test scores of visual learners indicated a strong positive correlation with a score of 0,822 and a significance level of 0,000 < 0.000, indicating that the correlation was statistically significant. This means that the observed correlation was not due to chance, and there was a reliable relationship between the pre-test and post-test scores for visual learners. The effect of using the Flipped Learning Method on Students' Speaking skills of visual style can be seen from the result of the T-test as follows:

Table 11. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Visual - Post-Test Visual	-9.64286	3.07864	.82280	-11.42041	-7.86530	-11.720	13	.000

From the table above it can be said that the Paired Samples Test results indicated a significant improvement in the post-test scores compared to the pre-test scores for visual learners. The mean difference between the pre-test and post-test scores is -9.64286, suggesting that, on average, post-test scores increased by approximately 9.64 points. This difference was statistically significant, as indicated by a t-value of -11.720 and a p-value of 0.000 < 0,05 which means that the Flipped Learning Method significantly affected the Students' Speaking skill of visual style.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

The Results of Students' Speaking Skill Test of Auditory Learning Style

Table 12. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Auditory & Post-Test Auditory	9	.925	.000

Table 12 above presents the paired sample correlations for the pre-test and post-test scores of auditory learners. The correlation coefficient was 0.925, indicating an extremely strong positive correlation between the pre-test and post-test scores for auditory learners. The significance level (Sig.) is 0.000 < 0,05, indicating that the correlation was statistically significant. This means that the observed correlation is highly unlikely to be due to chance, confirming a reliable and strong relationship between the pre-test and post-test scores for auditory learners. The effect of using the Flipped Learning Method on Students' Speaking skills of auditory style can be seen from the result of the T-test as follows:

Tale 13. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Auditory - Post-Test Auditory	-7.22222	3.63242	1.21081	-10.01434	-4.43010	-5.965	8	.000

From table 13 above it can be said that the Paired Samples Test for the pre-test and post-test scores of auditory learners indicated a significant improvement in the scores. The mean difference between the pre-test and post-test scores was -7.22222, which showed that the post-test scores are higher by an average of

approximately 7.22 points. The standard deviation of the differences is 3.63242, and the standard error mean is 1.21081. The 95% confidence interval for the difference ranges from -10.01434 to -4.43010, indicating that the true mean difference is likely within this range. The t-value is -5.965, with 8 degrees of freedom, and the p-value was 0.000 < 0.05. which means that the Flipped Learning Method significantly affected the Students' Speaking skills of auditory style

The Results of Students' Speaking Skill Test of Visual and Auditory Learning Style

Table 14. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Visual & Post-Test Visual	14	.822	.000
Pair 1	Pre-Test Auditory & Post-Test Auditory	9	.925	.000

The data above indicated that there were different correlations for auditory learners (0.925) is higher than that for visual learners (0.822). It can be said that the relationship between pre-test and post-test scores was stronger for auditory learners than for visual learners. In practical terms, this means that auditory learners' performance on the pre-test is more predictive of their performance on the post-test compared to visual learners. However, both groups showed strong and significant correlations, indicating that in both cases, students who did well on the pre-test tended to do well on the post-test, but this tendency is more pronounced among auditory learners. To see whether there was the different effect of using the Flipped Learning Method on Students' Speaking skills of visual and auditory styles can be seen in the following table:

Table 15. Paired Samples Test

	Paired Differences				T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

					Lower	Upper			
Pair 1	Pre-Test Visual - Post-Test Visual	-9.64286	3.07864	.82280	-11.42041	-7.86530	-11.720	13	.000
Pair 1	Pre-Test Auditory - Post-Test Auditory	-7.22222	3.63242	1.21081	-10.01434	-4.43010	-5.965	8	.000

Both groups showed significant improvements in post-test scores. However, the increase in scores was slightly larger for visual learners compared to auditory learners, and the results for both groups are statistically significant, as indicated by the p-values being less than 0.05. In other words, it can be said that there was a significant effect of using the Flipped Learning Method on Students' speaking skills of visual and auditory Learning Styles at SMK Al Maksum Stabat.

Discussion

Based on the data analysis and findings of the research it can be said that the Flipped method affected the Students' speaking skill of visual and auditory Learning Style and there was a different effect of using the Flipped method on Students' speaking skill of visual and auditory Learning Style.

Comparing the results of the control and experimental classes revealed notable differences in the effectiveness of using the Flipped Learning Method on Students' speaking skills of visual and auditory learning styles. In the control class, auditory learners showed a significant improvement with a score difference of 8.70, whereas visual learners had a minimal increase of 1.71, indicating that traditional teaching methods were more effective for auditory learners.

Conversely, in the experimental class using the flipped learning method, visual learners demonstrated a substantial improvement with a score difference of 9.64, surpassing the auditory learners' improvement of 7.22. Despite both groups achieving similar post-test scores, visual learners in the experimental class experienced a larger relative gain, suggesting that flipped learning was particularly beneficial for visual learners. This finding was supported by the study from (Tadayonifar & Entezari, 2020) and (Marliana, 2022) which said that there was a significant improvement in the student's performance after being taught by the flipped learning method, especially for learning style groups in favor of the visual

style.

The effects of the Flipped Learning Method on the speaking skills of students with visual and auditory learning styles at SMK Al Maksum Stabat. The paired sample t-test results for visual learners showed a strong positive correlation between pre-test and post-test scores. This finding was supported by the study from (Sepriani, 2022) and (Hariyanto & Lolita, 2023) which said that visual learners achieved better achievement in speaking skills taught by the flipped learning method than auditory learners.

These findings imply that the Flipped Learning Method can be particularly beneficial in language instruction, especially in improving speaking skills. Educators might consider adopting or integrating flipped learning strategies in their teaching methodologies to cater to different learning styles, as this method seems to provide a conducive learning environment that enhances student engagement and performance (Låg & Sæle, 2019). For visual learners, in particular, the flipped classroom approach, which often involves visual aids and interactive learning activities, aligns well with their preferred learning style, thereby maximizing their potential for academic improvement (Bishop, 2013).

For the effect of the flipped learning method on students' speaking skills of visual and auditory learning styles, both groups showed significant improvements, demonstrating that the Flipped Learning Method effectively enhanced speaking skills, with a slightly greater effect on visual learners. This finding was supported by the study from (Tugsuu et al., 2022) which said that visual learners had a greater effect on speaking skill achievement.

These findings implied that educators should consider incorporating the Flipped Learning Method into their teaching strategies to enhance student engagement and performance across different learning styles. For visual learners, in particular, the method's use of visual aids and interactive content aligns well with their learning preferences, leading to more significant improvements (Ha & Im, 2020). Schools should provide training and resources for teachers to effectively implement flipped learning, ensuring that both visual and auditory learners can benefit from this approach (Baig & Yadegaridehkordi, 2023).

Moreover, the adaptability of the Flipped Learning Method makes it a valuable tool for inclusive education, accommodating the varying needs of students. By integrating flipped learning techniques, educators can create a more dynamic and responsive learning environment that fosters better speaking skills and overall academic achievement (Akcayir & Akçayır, 2018). This approach not

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ISSN 2548-4192 (Online)

only supports the development of language skills but also encourages active learning, critical thinking, and student autonomy, which are essential for success in the modern educational landscape (Little, 2020).

Conclusions

Based on the findings and discussions the conclusions could be drawn as follows:

1) The Flipped Learning Method significantly affects the speaking skills of both visual and auditory learners at SMK Al Maksum Stabat. For visual learners, the paired sample t-test showed a significant mean difference of -9.64286, indicating that their post-test scores increased by approximately 9.64 points on average, with a statistically significant p-value of 0.000 < 0,05. Similarly, auditory learners experienced a significant mean difference of -7.22222, showing an average post-test score increase of approximately 7.22 points, also with a statistically significant p-value of 0.000 < 0,05. These results confirmed that the Flipped Learning Method effectively enhanced students' speaking skills regardless of their learning style.
2) The study revealed a significant difference in the effect of the Flipped Learning Method on the speaking skills of visual and auditory learners. While both groups showed substantial effects, visual learners had a slightly greater increase in their speaking test scores compared to auditory learners. This was evidenced by the larger mean difference of -9.64286 for visual learners versus -7.22222 for auditory learners. The strong and statistically significant correlations between pre-test and post-test scores for both visual learners (0.822) and auditory learners (0.925) further supported the conclusion that the Flipped Learning Method was effective for both groups, but with a slightly higher impact on visual learners' speaking skill improvement.

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